**Lesson Plans for Mrs. Hanlon’s Class**

**Monday November 7, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Health Body Transport systems**

## **Objective:** Performance will be satisfactory when the learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Student textbook pages 4-69

* Teacher Manual p. 2A-37
* Activity book pages 1-3
* Transparencies 5, 7-10, 14
* Safari Montage
* Smart Board Lessons on each system

**Procedure:**

**Lesson 1- Body Transport Systems**

* Read pages 4-9
* Activity Book p.1
* Talk about how a cell builds into an entire body system
* Optional: Break students into groups to create presentations on each body system for Lesson 1, 2 &3 to present to the class
* Activity Book p.3

**Assessment:** Activity book p46, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-9:45 TEACHER Read aloud and snack**

**9:45-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by identifying compound words.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

**Activities**:

1. **Anticipatory Set:** Use teacher’s manual to introduce Poetry Spelling list.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**10:00-10:30 ENGLISH**

**Lesson 5: Present Tense**

**Objective:** Students will identify verbs in the present tense form.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Write “She sells sea shell by the sea shore on the board.” To point on the present tense verbs end in “s” or “es”
2. Read and complete pages 104-105 as a whole class.
3. Students will independently complete worksheet 5
4. Work time on worksheet page 5

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will be able to show the ability to evaluate a story. Students will also be able to use the comprehension skill of determining the difference between fact and opinion.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

**Activities**:

1. **Anticipatory Set:** Use page 130 J in teacher’s manual. As a whole class, Have students determine which job is more demanding an athlete, performer, or politician.
2. Introduce the theme using the pictures, quotes and letter’s found on pages 130-135 in text.
3. Read the “Teacher Read aloud” to students found from pages 135A-135B. Ask questions and explore the student’s opinion.
4. Build student vocabulary by studying pages 136-137 with students. (Optional: Complete Wordbook page 95)
5. Listen to the story on CD. Story is found on pages 138-151.
6. Discuss questions on page 1526 as a whole class.
7. Students will begin completing pages 98: Fact and Opinion Chart and page 97: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to understand dividing a decimal by a decimal.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Discuss “Hands-On Lab” on page 150. Use blocks to demonstrate.
4. Use Interactive Chalkboard to complete discuss 4.4
5. Have students complete page 154 14-24 evens.

**Assignment:** Book work.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to begin understanding thermal energy.

**Resources:** Science Teacher’s manual, Science Lab books.

**Activities:**

1. Introduce Thermal energy
2. Complete the lab on page F77 “Melting the Ice”

**Assignment:** Complete questions that follow the experiment.

**Assessment:** Teacher observations and lab questions.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday November 2, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Health- Body coordination systems**

## **Objective:** Performance will be satisfactory when the learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Student textbook pages 4-69

* Teacher Manual p. 2A-37
* Activity book pages 1-3
* Transparencies 5, 7-10, 14
* Safari Montage
* Smart Board Lessons on each system

**Procedure:**

**Lesson 2- Body Coordination Systems**

* Read pages 10-13
* Activity Book p. 1

**Assessment:** Activity book p46, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 English**

**Lesson 6: Past Tense**

**Objective:** Students will identify verbs in the past tense form.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Use the one minute warm-up on page 106. Students will tell the story of a pirate.
2. Read and complete pages 106-107 as a whole class.
3. Students will independently complete worksheet 6
4. Work time on worksheet page 6

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-WKCE Test Preparation**

**11:00-11:45 WKCE reading Session #1**

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to understand dividing a decimal by a decimal.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Have students do a math talk using blocks. (2.4 /.4)
2. Correct homework and discuss any problems.
3. Review “Hands-On Lab” on page150 and interactive chalkboard lesson.
4. Have students work on homework, worksheet 4.4 Practice/Story Problems.

**Assignment:** Book work.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to know that thermal energy is the total kinetic energy of the particles that make up a substance.

**Resources:** Science Teacher’s manual

**Activities:**

1. Review yesterday’s lab.
2. Read and discuss pages f78-f83.
3. Allow student to fill in their notes on thermal energy.

**Assignment:** Begin thinking about the best can cozie that you can make.

**Assessment:** Teacher observations

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday November 9, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Lesson 7: Future Tense**

**Objective:** Students will identify verbs in the future tense.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Use the one minute warm-up to have students make predictions about what is going to happen in the room. Point out the will is a helping verb for future tense verbs.
2. Read and complete pages 108-109 as a whole class.
3. Students will independently complete worksheet 7
4. Work time on worksheet page 7

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 Prepare for WCKE Testing**

**11:00-11:45 WCKE Testing Math Session # 2**

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to solve story problems and determine reasonable answers.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Use interactive chalkboard to go through the four steps to solving a problem.
2. Correct homework and discuss any problems.
3. Break students up and assign pairs of students to story problems on page 157.
4. Have students write out the four steps on whiteboard.

**Assignment:** Practice math facts.

**Assessment:** Teacher observations

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to begin understand how thermal energy spread.

**Resources:** Science Teacher’s manual, materials of “The Melting Point” lab.

**Activities:**

1. Review yesterday’s note
2. Demonstrate “The Melting Point” lab
3. Complete worksheet on thermal energy

**Assignment:** Completed lab questions.

**Assessment:** Teacher observations and completed Lab List.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday November 10, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will create Poetry booklets

**Materials:** Newspaper and business letter templates.

**Procedure:**

1. Allow students to work on various pieces of writing.
2. Allow students independently work on their poetry booklets.

**Assessment:** Final pieces of writing

**Homework:** None.

**9:15-10:00 LMC—with mrs. dickenson**

**\*Prepare for WKCE Testing\***

**10:00-10:10 Teacher Read aloud and snack**

**10:05-10:55 D.A.R.E.**

**11:00-11:45 WKCE Math Testing**

**11:45-12:30 Lunch and Recess**

**12:30--2:55 Math**

**Objective:** For students to know be able to the perimeter of rectangles and squares.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Discuss “Mini-Lab” on page 158. Find the perimeter of other common things found in the room.
4. Use Interactive Chalkboard to complete discuss 4.5
5. Have students complete 4.5 Worksheet.

**Assignment:** Worksheet 4.5

**1:30 Recess**

**2:00 Lion Eye’s Assembly**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday November 11, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30 Music**

**9:00 Gym**

**9:30-9:45 Teacher Read aloud and snack**

**9:45-10:15 Spelling**

**Objective:** Assess student understanding of weekly spelling words.

**Materials:** Spello

**Procedure:**

1. Play Sparkle
2. Give Test
3. Correct while playing ‘Spello’

**Assessment:** Teacher observations

**Homework:** Test

**10:00-10:30 English**

**Lesson: Writing with Verbs**

**Objective:** Students will apply English skills about verbs to write.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Write simple sentences on the board that one can combine the verbs to make it a compound sentence. Have students create simple sentences that should be combined. Have other students create compound sentences.
2. Read and complete pages 110-111 as a whole class.
3. Students will independently complete worksheet “Writing with Verbs”
4. Work time on worksheet “Writing with Verbs”

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**10:30-11:00 Writing**

**Objective:** Students will create draft their newspaper article.

**Materials:** Newspaper template

**Procedure:**

1. Allow students independently work on articles.

**Assessment:** Final pieces of writing

**Homework:** None.

**11:00-11:30 Lunch**

**11:30 Dismissal**